Amy Garcia

RDG 4402

**Individualized Integrated Curricular Unit**

1. Science TEKS

§112.14. Science, Grade 3

(8)  Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A)  observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation;

(B)  describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle;

(C)  construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and

(D)  identify the planets in Earth's solar system and their position in relation to the Sun.

2. English TEKS

§110.14. English Language Arts and Reading, Grade 3

(1)  Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(B)  use common syllabication patterns to decode words including:

(i)  closed syllable (CVC) (e.g., mag-net, splen-did);

(D)  identify and read contractions (e.g., I'd, won't); and

(3)  Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(4)  Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B)  use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

(8)  Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A)  sequence and summarize the plot's main events and explain their influence on future events;

(B)  describe the interaction of characters including their relationships and the changes they undergo

(9)  Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(18)  Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A)  write imaginative stories that build the plot to a climax and contain details about the characters and setting;

(27)  Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources

3. Fiction Read Aloud Books

The book *Coyote and the Sky* by Emmett Garcia is a great book that tells a story of how the sun, moon, and stars began. The story focuses on animals and how they helped in the “discovery”, all except for Coyote. He is always causing trouble. I plan on using this book with a lesson on reading comprehension and also on the relationship between the sun, moon and Earth.

The book *Hello Sun* by Dayle Ann Dodds is a fun book for any student to read. Its focus is on the sun and different weather patterns. It fits in great with this unit. I plan on using this book with a lesson on reading fluency and contractions as well as the sun and weather.

The book *I’ll Catch he Moon* by Nina Crews is a book all about a little girl and her fantasy about the moon. She wants to climb a ladder and hold the moon in her hand and have adventures with it. I plan on using this book with a lesson on decoding and the moon.

The book *Sun, Snow, Stars, Sky* by Catherine and Laurence Anholt is a book all about weather and seasons. It portrays to a child what should be done in different weather situations and then asks the child a question on almost every page. This book will be used for comprehension skills and the questions included in the book will work out great. This book will also be used for our work on weather as well.

4. Non-Fiction Read Aloud Books

The book *Sunshine Makes the Seasons* by Franklyn Branley is a very informative book about the sun and the earth’s rotation. It discusses seasons and weather, as well as the light that comes from the sun. I plan on using this book for a lesson on weather and also on writing skills since we will be tracking weather patterns when we meet for lessons.

The book *Ten Worlds* by Ken Croswell has great pictures and information in regards to the planets. It is very long in length and very difficult for a child. However, I plan on using it for some information that is in there, but mostly for the pictures. I plan on explaining to my student that even though some books may seem hard, you can still look at the pictures and some of the words to get information. I plan on using this book for our lesson on the planets and also for some writing practice as well.

The book *Far Out Guide to the Sun* by Mary Kay Carson has useful information about the sun and awesome pictures too. This book is also very long and I do not plan on reading it in its entirety. Again we will pick out useful information from the text and look at the pictures for reference. I plan on using this book on our lesson about the sun and also to enhance decoding skills (CVC).

The book *The Planets in Our Solar System* by Franklyn Branley is another book all about the planets. It has pages describing each planet individually, but also as the solar system as a whole. I plan on using this book for a lesson on the planets and also for vocabulary help as well.